

George Brown News

A newsletter for staff, faculty and alumni of George Brown College

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Hospitality programs launched with Indian institutions

George Brown's Faculty of Hospitality and Tourism is launching new joint international programs to help Indian students gain international experience.

The Faculty has partnered with two leading Indian institutions to provide joint educational programs and the international workplace experience valued by industry.

There's increasing global industry demand for highly trained foodservice and hospitality workers, especially those with international experience. To help meet this demand George Brown College's Faculty of Hospitality and Tourism has signed new partnership agreements with Chitkara Educational Trust (Chitkara) and the Institute of Hotel Management, Catering Technology & Applied Nutrition in Mumbai (IHM Mumbai), giving Indian foodservice and hospitality students an opportunity to hone their skills and gain experience in an international setting.

With the signing of the agreements, students from the Indian institutions are eligible to apply for the joint Food and Beverage or Hotel Management programs through George Brown College and Chitkara, or the joint Chef Training program through George Brown College and IHM Mumbai.

Under the terms of the new partnerships, the programs will launch in August 2007 and will provide participating students with dual credentials — graduating students from the joint George Brown College-Chitkara program will gain either a Food and Beverage Management or Hotel Management diploma from George Brown College and an accredited Bachelor of Science in Hotel Management, Catering Technology and Tourism degree from Chitkara; and graduating students from the joint George Brown College-IHM Mumbai program will receive an accredited Chef Training certificate recognized in both countries.

"We are thrilled to be joining forces with

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Students in George Brown's program for internationally educated teachers. Collectively they have 140 years of teaching experience that will be put to use in Canadian colleges.

Learning the Canadian way of college

In January George Brown College launched a new program that gives internationally educated college teachers a chance to find out about Canadian teaching methods, improve their English skills if necessary, and get some vital Canadian experience in front of a class.

The program attracted 21 students from 14 different countries: Uganda, Ukraine, Malaysia, Sri Lanka, Nigeria, India, Bulgaria, China, Myanmar, Ghana, Iran, Cameroon, Pakistan, and Hungary. The group collectively has more than 140 years of teaching experience along with impressive academic qualifications.

There are two medical doctors in the program, five PhDs (in pharmacology, international relations, chemistry, international marketing, and psychology), two MBAs, eight MScs (chemistry, computational mathematics, computer engineering, biochemistry, statistics, chemical engineering, and two in physics), and two MAs (TEFL and linguistics) one Masters of Economics, and one Masters of Philosophy.

But those educational backgrounds were not being put to full use in Canada. For example

one of the authors of this article, a college teacher and editor in China, ran a variety store here; while another, a teacher from Burma, served coffee at Tim Horton's.

These experiences and those of others in the new GBC program are not isolated. There are hundreds, perhaps thousands, of other internationally educated and trained professionals unable to find careers that match their education and training. Most came to Canada because they considered Canada a land of opportunities for educated and skilled people. Similarly, Canada needs an experienced workforce and welcomes immigrants because of their levels of education and experience.

Often (too often, perhaps) educated and experienced immigrants knock on doors to look for job opportunities in their chosen professions, only to find the doors are closed because of what comes down to questions, such as: "Do you have any Canadian experience?" or "Have your credentials been evaluated in Canada?" This creates a "Catch 22"

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Teachers (continued from page 1)

in which people cannot get a job in their professional fields because they lack related Canadian experience, while at the same time being unable to gain any Canadian experience without first having a professional job in Canada. With time, the resources brought to Canada melt away like a snowman in spring. Consequently, educated and highly trained immigrants are forced to accept any job (which are usually low paying, but do not require Canadian experience and credential evaluations) to make ends meet. This only exacerbates the "Catch 22" by reducing the chances of finding the job that will provide professional experience.

For those stuck in what seems like an unbreakable cycle, there is hope, thanks to the "College Teacher Training Program" introduced by Immigrant Education and Staff Development at George Brown College in conjunction with the Institute for the Advancement of Teaching in Higher Education (IATHE). This 33-week pilot program, funded by the Ontario Ministry of Citizenship and Immigration, has built a bridge for internationally trained college teachers, providing an opportunity to learn about the Canadian education system in a college setting, to improve English language skills, to learn the pedagogies and to gain experience through an internship.

During the training, participants attend staff development workshops and seminars, and make contacts with professors who are actively teaching in the field. The program offers a diversity rich environment, introduces the concept of outcome based learning, offers training in applying exceptional teaching skills and in working with large and small groups of students. Program participants are also taught to create teaching plans and to deal with various challenges inside the classroom and on campus. Most importantly, a 4-month paid internship at George Brown College provides the necessary Canadian experience in specialized subject areas that will facilitate future employment.

This program will benefit the many teachers who come to Canada with a great deal of knowledge and experience but who fail to find teaching positions as a result of having no Canadian experience in the classroom. The benefits of the program also extend to the community — teachers from different disciplines and diverse, international backgrounds enrich the community by bringing new perspectives, experiences, skills and expertise to the classroom.

By Pooja Kapoor (MSc Chemistry from India and MSc from US), Jodice Mwangi (MBA Human Resource Management from Uganda), Stephen Li (MA Linguistics from China), Henry Lim (MA TEFL from Burma). All attend GBC's College Teacher Training Program.



FUND-RAISING: Students in George Brown's Special Events planning programs raised more than \$13,000 for charity in March by creating special fundraising events. An evening at a night club that included a singles auction raised more than \$4,300 for Casey House — the AIDS hospice. A cocktail reception and silent auction at the Rosewater Supper Club raised more than \$8,500 for Daytrippers, an organization that funds field trips for children from poor families. Student Brenelle Muthurajah says the experience was invaluable. "We learned start to finish how to put on a real event."

Multi-year college agreement is signed with Ontario government

George Brown has signed a multi-year agreement with the Ontario government that outlines some key goals, including efforts to increase the enrolment of traditionally under-represented groups such as students who are the first in their families to attend a post-secondary institution.

The Multi-Year Action Plan, signed by Minister Chris Bentley in March, is the first step in government plans to tie college and university funding more closely to achievement of specific educational and social goals.

Specifically, the purpose of this Multi-Year Action Plan is to provide an outline of how George Brown will use its total operating budget, including multi-year funding allocations from the government and increased tuition revenues, to develop and strengthen its unique mission and objectives while contributing to the achievement of Ontario's Reaching Higher goals and results for access, quality and accountability, as identified by the government.

George Brown's Action Plan sets out specific commitments for multi-year strategies, performance indicators and results designed to achieve the system-wide goals and results for access, quality and accountability, developed in consultation with faculty, staff and students.

In a letter to Minister Bentley, President Anne Sado cautions that more funding is required to meet the goals. "Our ability to support the government in realizing the goals... is dependant on the College receiving adequate funding," she says.

The release of the full amount of George Brown's 2006-07 funding was conditional on the ministry approval of our completed Multi-Year Action Plan.

The ministry will now review our Action Plan annually to discuss progress made on the commitments outlined in our Action Plan. The release of the full amount of 2007-08 and 2008-09 allocations will be conditional on George Brown confirming to the government that it is on track for meeting its commitments, or the approval of an improvement plan by the ministry.

This annual review will also allow for revisions needed to accommodate the input and advice of institutions and the Higher Education Quality Council of Ontario with respect to the best way to measure performance and ensure the accountability of colleges and universities.

George Brown's Multi-Year Action Plan can be found in the President's Office section of Insite — George Brown's intranet web site.

We all have a role in creating a positive space

They were just kidding around in the hallway and I was in a hurry, but when I heard one student call another a derogatory term for a gay man I couldn't just walk by. I stopped, interrupted them, and said something like: "Hey, that kind of language isn't acceptable here — some people find that really offensive."

My remark only silenced that group momentarily and I have no illusions that I changed anybody's mind in that brief encounter. But I had to say something.

In fact, I was taught to say something in one of the College's Positive Space workshops. The hallway encounter was a role-playing exercise to put into practice what we had been taught in the convivial three-hour workshop. The foul-mouthed students were in fact my colleagues who took on the role-playing exercise with gusto. But it was what we all had just learned that added emotion and urgency to the made up hallway encounter.

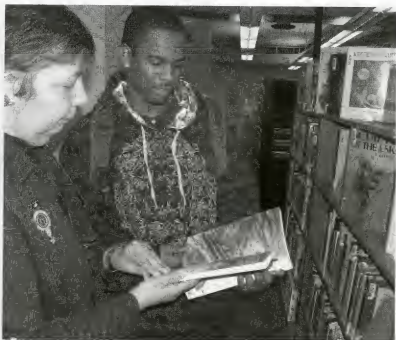
We learned a significant number of our students and staff colleagues often face discrimination and harassment because of their sexual or gender orientation and, more importantly, that we can do a lot as individuals to create an environment that is welcoming and accepting for everyone. We developed skills, learned terminology, discussed case studies, and found out about resources to help lesbian, gay, bisexual, trans, or queer people who may need support. Think about what you may encounter and how you'll react the next time you walk down the hall.

Neil McGillivray

(New dates for the Positive Space Workshop have been added in late April, May and June. Sign up to learn about issues faced by Lesbian, Gay, Bisexual, Trans, Two-Spirited and Queer students and staff in our college community. Learn how to combat the myths, and gain some valuable resources within the college and in the city that may be helpful for LGBTQ people. Go to the Staff Development section of Insite for details.)



LABOUR FAIR: Council of Canadians President Maude Barlow (left) chats with School of Labour Co-ordinator Maureen Hynes (centre) and President Anne Sado before she spoke about the world water crisis at the college's Labour Fair on March 23. "The world is running out of clean water," she said. "We need a global recognition that water is a right and not a commodity."



ABORIGINAL COLLECTION OPENS: Frances Sanderson, Chair of George Brown's Aboriginal Education Committee, looks at one of the books in the college's new Aboriginal Collection with Business Management student Craig Savory. The collection, which included 362 titles, was opened officially at the St. James Campus library on Feb. 27. The collection will help students gain a better understanding of aboriginal people, says Sanderson. "It scares the blazes out of me that all the information they get (about aboriginal people) is from Hollywood," she says. Education Resources Director John Hardy said the new collection put George Brown in a leadership position in providing information about aboriginal people. "This is another example of how we are living The Path to Leadership," he said, referring to the College's new vision, mission and values statement.



HOSPITALITY AWARDS: On March 29 more than 75 Faculty of Hospitality and Tourism students were given awards for their achievements ranging in value from \$500 to \$5,000. In this photo (from left): Hospitality Tourism and Leisure program students Samantha Benda and Alexandra Shires (who was the recipient of the Hospitality, Tourism and Leisure Award), and Professor Ballu Thakur, who is Co-ordinator of the Special Events Planning and Hospitality, Tourism and Leisure programs.

President Anne Sado Q & A

Q: Can you bring us up to date on the latest KPI results?

Overall, the 2007 results show that we are holding our own, with GBC student satisfaction remaining at 71 percent.

Beyond sharing more of the results, I want to provide some background for those who may not be familiar with the KPIs. The Ministry of Training, Colleges and Universities annually uses an independent research firm to conduct a survey of Ontario's post-secondary students and graduates to gauge their success rates and satisfaction levels. The findings of the survey have become known simply as KPIs (which stands for Key Performance Indicators).

KPIs are an important source of information for George Brown. They're not a perfect measurement tool, and the results can often be frustrating. However, KPIs do reflect the voice of our students, our ultimate stakeholders, and thus offer important insights into how well we are serving our students and positively contributing to our students' overall experience at the College. A key strength of the KPI study is the consistency of the methodology, which allows us to track trends over time. This provides important feedback on varied College initiatives aimed at ensuring we provide our students with what they need to be successful at college, and in preparing for their future careers.

Over the past five years (with the exception of a slight dip downward in 2004), over 70 percent of our students have reported they are "satisfied" or "very satisfied" with the various aspects of their college experience. While this year, at 71.1 percent, we continue to trail the averages for both the provincial (77.4 percent) and Metro (73.3 percent) results, the gap has been narrowing since 2000.

Where the results are particularly positive for GBC — given the focus on our Academic Strategy — is where the KPIs relate to programs. Ninety-one of our programs were part of the KPI survey this year. Of those, 40 scored satisfaction rates above the average of the Metro colleges, and 23 were above the provincial average. Our students scored us high (nearly 81 percent) on the survey's two questions related to program delivery — virtually equal to the Metro colleges' average.

Student satisfaction with program delivery places 43 GBC programs above the provincial level and 49 above the Metro average. Interestingly, while the same number of large

programs participated in the survey in both 2007 and 2006, a higher number of this group achieved satisfaction scores above provincial and Metro averages — a very positive trend given that large programs account for over half of our total enrollment (second semester and above).

The satisfaction of our graduates remains quite stable at just below 80 percent. Graduate comments in the survey are very telling of our success in preparing our students for the workplace:

"My program has a lot of components relative to the industry."

"I got a job in the field relatively quickly as a direct result of this program."

"The College helped me get a job here. More contacts for new Canadians."

In clear alignment with our Path to Leadership's mission of creating workplace-ready graduates who will be employers' candidates of choice, GBC has strong KPI results in the area of graduate employment. Nine out of 10 GBC grads continue to be hired within six months — our graduate employment rate in the KPI study rests at 88.2 percent (slightly higher than our 2006 result; identical to the Metro number, and only about 2 percent less

than the provincial score). And seven out of 10 of our employed graduates found a job related to their program area, four percent higher than the provincial ranking. As well, the KPI results continue to indicate that our graduates make great employees, with over 90 percent of employers saying they are satisfied with their choice of hiring a GBC graduate.

Along with the positive indicators, there are also KPIs results that highlight challenges that will require our continued focus on improvement. Specifically, just over 60 percent of our students are satisfied with the "overall quality" of both GBC's facilities and of our services. We pay close attention to such feedback, and attention to facilities and services remains a priority as we continue to invest every year to make the improvements needed.

With our KPI scores steadily improving over time, I want to thank everyone at GBC for the continued commitment to improving the GBC student experience. By staying on The Path to Leadership, maintaining our dedication to the Academic Strategy and building a positive student experience, we should continue to see further improvements in our KPI scores.

College program-by-program KPI results will be posted in the coming months on Insite.

Hospitality programs (continued from page 1)

two accredited institutions that share George Brown's dedication to high-quality education, relevant work experience and student achievement," says President Anne Sado. "Together, we will provide employers in both countries — and around the world — with highly-trained, workplace-ready graduates."

According to John Walker, Dean of the School of Hospitality and Tourism, the joint programs are an excellent opportunity for students to receive the type of work experience that is valued by employers worldwide.

"Ultimately, students who take part in these joint programs will enhance their personal and professional capacity by experiencing a new academic and professional environment," says Walker. "Moreover, students will graduate

with the skills and international experience much sought after by industry."

The partnerships were announced last month by Sado, following a trade mission to India, led by Ontario Premier Dalton McGuinty; the Minister of Small Business and Entrepreneurship, the Honourable Harinder Takhar; and the Minister of Economic Development and Trade, the Honourable Sandra Pupatello.

With more and more employers demanding relevant overseas experience, George Brown College is committed to providing students with the country's leading international work-study programs. Last year, students gained global experience through programs in several countries, including China, Jamaica, Cuba, Italy and France.

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